

## **Standard V Program Re-approval**

Institution: University of Washington Tacoma

Date: June 1, 2009

### **Question # 3**

In no more than two pages, describe the key strategies by which teacher interns will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

### **Response:**

From the beginning of the program, pre-service teachers will be introduced to and work with standards and standards-based assessment. Courses in the program are linked with standards and students review the objectives of courses within the context of the standards. They are expected to understand the standards, provide examples of appropriate assessments aligned with standards, teaching plan and implementation. Students will be expected to show the process of assessment and give an explanation of the results and how they would make changes as needed for the benefit of student learning.

For example, one of the initial courses for all Teacher Certification teacher interns is a course, TEDUC 538 Classroom Assessment: Critical Issues for General Education for those teacher interns in the P-8 General Education Program and TEDSP 544: Special Education Assessment & Evaluation for Dual Track (P-8 General Education Certification with P-12 Special Education Endorsement) teacher interns. One of the main areas of focus of the courses is to train teachers to facilitate student voice and ownership in identifying learning targets, and articulating progress toward these targets.

Evidence of student voice is a newly added component to the evidence of positive impact assignment in the intern portfolio. Interns will learn the process for collecting evidence of student voice in the assessment course. The intern will learn how to provide instruction in the explanation of assessments (interviews, performance assessments, questioning, portfolios) used for students to judge and explain their own articulation of learning targets, progress toward learning targets, and explanation of how they were able to access resources to help progress toward the learning targets. Student evidence of this standard will include the completion of formative assessment rubrics of steps (task analysis) needed to reach learning targets. Students will utilize these 3 point rubrics (1 = low; 2 = moderate, 3 = high; for younger children frowny, neutral, and smiley faces will be used) to monitor their own progress using the BAM II Student Voice graphing tool (see example of a graph as completed by a P-12 student). This tool requires the students to assess their own progress in 3 component areas of student voice(i.e., I know the learning target, I know what steps I need to take to reach the learning target, I know how to get help to meet the learning target). Students are then able to monitor their own progress with an overall student voice score as they become more proficient at understanding and communicating about their own learning.

For the portfolio, interns must document how students articulated the learning targets, explained their own progress toward learning targets, and explained how they were able to access resources to help them progress toward the learning target. We require that student evidence include formative assessment rubrics of steps (task analysis) needed to reach learning targets, student graphing of their progress toward meeting learning targets (BAM graphing tool), and intern explanation of assessments (interviews, performance assessments, questioning, portfolios) used for students to judge and explain their own progress toward learning targets.

Interns also learn to access resources to reach their goals with students. Much focus is spent on creating formative assessment rubrics to assess progress toward learning targets, and aligning assessment targets with the content of lessons/units, GLEs and national standards (if available). The goal is for teacher interns to become proficient at making instructional decisions that are data driven. The research base on classroom assessment can be summarized by eight assessment principles. These principles include the following:

1. Effective assessment requires a clear conception of all intended learning outcomes. We should ask ourselves, “What do we intend our students will learn from this instruction? What will the outcomes be?” Outcomes should be specified in terms of student performance (direct observable data) to have maximum impact in the classroom.
2. Effective assessment requires that a variety of assessment procedures be used. Using a variety of assessments, rather than relying on only one measure, helps to increase our confidence in pinpointing the strengths and areas in need of improvement of our students.
3. Effective assessment requires that the instructional relevance of the procedures be considered. We need to ensure that assessment aligns with instruction. The two go hand-in-hand. Our assessment procedures should become an integral part of our instructional program.
4. Effective assessment requires an adequate sample of student performance. We need to ensure that the sampling of our students’ performance is representative of what they can do.
5. Effective assessment requires that the procedures be fair to everyone. We need to ensure that the assessments we use are fair to students; they are not biased against them or are unreasonable in terms of scope or difficulty level.
6. Effective assessment requires the specifications of criteria for judging successful performance. Some assessments require comparison to a representative group of students; still others require comparison to the curriculum. We should ensure that performance criteria are established to allow important instructional decisions to be made.
7. Effective assessment requires feedback to students that emphasizes strengths of performance and areas in need of improvement. It is important that students receive feedback based on their assessment performance. This feedback should be: (a) given immediately following the assessment, (b) understandable to students, (c) focused on performance elements for success, include remedial suggestions for “fixing errors,” and (d) positive in nature to help keep students motivated.
8. A comprehensive grading and reporting system must support effective and accurate assessment.

Attached are three assignments that measure teacher intern capacity to formatively assess student progress toward learning targets.

Quiz 1 focuses on two types of rubrics: formative assessment and performance assessment. Again, the goal is student voice in articulating progress toward meeting the learning targets that comprise rubric items.

The purpose of quiz 2 is to build the capacity of the teacher intern to align standards, content of lessons, learning targets, and assessments. Another focal point of this quiz is to build valid paper/pencil test items. The goal of questions 1b and 1c is to build the capacity of the teacher intern to create valid selected and constructed paper/pencil test items that assess progress toward the learning target. Quiz question 2 builds capacity to conduct item analysis on paper/pencil test items with the goal of improving and validating the item.

The final activity is the culminating experience for both classes. The goal of this assignment is for teacher interns to demonstrate capacity in the areas of Curriculum Based Assessment/Curriculum Based Measurement, goal setting, formative assessment, interpreting data, understanding social/emotional needs, performance assessment, using bloom's taxonomy to guide assessment, articulating clear learning targets and unit objectives, and increasing validity of formative and summative assessments.